



ST. MARY'S COLLEGE

SULTHAN BATHERY, WAYANAD
KERALA, 673592

A Postgraduate Aided Arts & Science College of Malankara Orthodox Syrian Church Affiliated to the University of Calicut

NAAC RE-ACCREDITED WITH 'A' GRADE

REPORT ON STUDENTS FEEDBACK ON TEACHERS

(2019-20)

IQAC (Internal Quality Assurance Cell) provides a platform for students in evaluating the teaching efficiency from the point of view of students. IQAC has framed a clear procedure in evaluating the efficiency of teacher. As per the procedure framed by IQAC, a questionnaire is designed in google form and send to the Head of the Departments which is send to the students through whatsapp or email. Head of the Department analyse the feedback of the students and a report is prepared and communicate it to the Principal officially. The Principal evaluates the performance of the Head of the Department and personally meet the teachers to give proper feedback and suggest corrective measures if needed. IQAC will also go through an overall analysis and give a report to the Principal.

IQAC analysed the feedback with the help of SPSS (Statistical Packages for Social Science). Main tools used for analysis are percentage, average, standard deviation, one sample t-test and paired t-test.

Here overall efficiency of a teacher is framed as construct (unobserved variable or latent variable). Observed variables such as knowledge of the teacher, sincerity & commitment, ability to generate interest in the subject, ability to integrate course material with other courses, accessibility & availability of teacher, ability to design test papers, friendliness of the teacher, prompt response to the queries raised by the students, teaching methodology, effectiveness of teaching, ability to understand the need and problem of teacher & their problem solving skill, and ability to motivate students are considered for the study. Questions to analyse the teaching quality according to the perception of students is designed on a five point likert scale.



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The result showed that average satisfaction given to teachers is 3.853 out of 5. The standard deviation of difference in level of overall satisfaction 0.516, which is close to zero indicating though a slight variation is there among the skill and efficiency among teachers, there is a good consistency in them which is a good sign. But to ensure there is no significant difference between the performance of teachers one sample t-test is applied by taking the test value as 3.853 (average score). Null hypothesis assumes that:

H_0 : There is no significant difference in the overall performance of teachers.

The result showed a p-value of 0.993 which is greater than 0.05. Hence, null hypothesis is accepted at 5% level of significance. For an in-depth analysis all the factors or parameters considered are compared with previous year feedback to know the progress made by teachers in satisfying the students and improving their teaching skill and by using paired t-test tool whether the difference in the performance of previous year is significant or not. The result is illustrated in table-1 given below.



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TABLE-1

TESTING THE PRESENCE OF SIGNIFICANT DIFFERENCE IN THE EFFICIENCY OF TEACHING AMONG TEACHERS

| Sl.No | Parameters | 2018-19 Mean Score | 2019-20 Mean Score | Mean Difference | P-Value |
|-------|---|--------------------------|--------------------------|--------------------|---------|
| F1 | Knowledge | 3.893 | 3.904 | 0.011 | 0.321 |
| F2 | Sincerity & Commitment | 3.908 | 3.9256 | 0.0176 | 0.321 |
| F3 | Ability to Generate interest in subject | 3.779 | 3.789 | 0.01 | 0.321 |
| F4 | Ability to integrate course material with other courses/environment/social issues etc. to provide a broader perspective | 3.688 | 3.698 | 0.01 | 0.201 |
| F5 | Accessibility & availability of teacher | 3.812 | 3.852 | 0.04 | 0.321 |
| F6 | Ability to design & conduct quizzes/Tests/ Seminars/projects | 3.822 | 3.829 | 0.007 | 0.321 |
| F7 | Courteousness, friendliness and interactive skill of the teacher | 3.946 | 3.958 | 0.012 | 0.321 |
| F8 | Prompt response to the queries and doubts of the students | 3.992 | 3.999 | 0.007 | 0.321 |
| F9 | The teaching methodologies used in teaching | 3.794 | 3.798 | 0.004 | 0.321 |
| F10 | Efficiency and effectiveness of teaching | 3.876 | 3.886 | 0.01 | 0.321 |
| F11 | Ability to understand the needs and problems and to help in satisfying and solving them. | 3.753 | 3.767 | 0.014 | 0.321 |
| F12 | Ability to motivate / encourage and counsel the students | 3.864 | 3.873 | 0.009 | 0.321 |
| F13 | Overall Satisfaction | 3.844 | 3.853 | 0.009 | 0.321 |

Source: Computed Data



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The above result showed a slight improvement in students feedback as mean difference is positive for all factors but as p-values are all above 0.05 indicating the difference is not significant at 5% level.

IQAC know the role of a teacher is to cater their best to all students (intelligent, average and slow learners). Hence, the standard deviation of the rating given by students is also taken into account for analysis and the result showed that all the faculties have a standard deviation between 0.5067 and 0.5874 whereas in previous year it was 0.028 and 0.46. Overall the average standard deviation in 2019-20 is 0.5195 and in previous year (2018-19) it was 0.174. Though the deviation is little bit higher in this year, this difference is not big enough to claim.

In the previous year's feedback analysis IQAC recommends to the Principal to take corrective steps in improving the teaching skill by integrating their subjects with other disciplines to give a broad idea to the students. When we compare the present performance with the previous performance, it is clear that there is an improvement in all the factors which is a positive sign.

In this feedback analysis IQAC suggests the Principal to take corrective steps in creating awareness about the importance of catering their skill equally to all students (intelligent, average and slow learners) because in this year though it is a negligible difference a slight negative variation is observed in the perception of students.



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